# Draft Standards of Quality and Effectiveness for Educational Leadership Preparation Programs Leading to Preliminary Administrative Services Credential

Note: These draft standards are being circulated for field review during the months of January and February 2003. An on-line survey will be available by the middle of January, enabling interested parties to provide feedback on the standards for consideration by the California Commission On Teacher Credentialing. For more information, please contact Jim Alford at (916) 445-0928, or at jalford@ctc.ca.gov
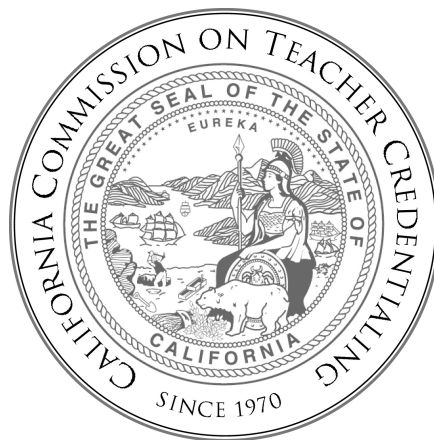
State of California
California Commission on Teacher Credentialing

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Table of Contents

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences -- some that are carried out in the field and some that occur in non-field settings -- that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of learning theory. The program is designed to provide extensive opportunities for candidates to learn and apply and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

Required Elements for Standard 1: Program Rationale and Design

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements:

1(a)   The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.

1(b)   The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theory and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.

1(c)   The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate's completion of the program.

1(d)   Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III.

1(e)   The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the preliminary administrative services credential.

Element Applicable to a Program with Supervised Internship Teaching

1(f)   For an internship program, the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners shall be cooperatively established and the terms and agreements of the partnership shall be binding on both parties. Each partner shall share the responsibility for the program's implementation and success.

Required Elements for Standard 2: Program Coordination

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

2(a)   The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and other groups.

2(b)   Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis. Dialogue between partners effectively assists in the identification and resolution of program issues and candidate needs.

2(c)   Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.

2(d)   Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.

2(e)   Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Standard 3: Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice related to leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building, communication skills, the ability to articulate, apply and evaluate theories of leadership, an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment, an understanding of standards-based accountability systems, and the ability to use data to make decisions regarding program improvement.

Required Elements for Standard 3: Development of Professional Perspectives

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

3(a)   By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

3(b)   In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.

3(c)   As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.

Element Applicable to a Program with Supervised Internship Teaching

3(d)   For an internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.

Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Required Elements for Standard 4: Equity, Diversity and Access

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

4(a)   The program prepares candidates to effectively lead a school site by increasing the knowledge of all members of the extended school community with respect to background experiences, languages, skills and abilities of student populations; and by preparing candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

4(b)   The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.

4(c)   The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of all members of the extended school community.

4(d)   The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and

maintains high expectations for the academic achievement of all participants in all contexts.

4(e)   The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.

4(f)   The program develops each candidate's capacity to recognize each student's specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; identify and provide resources for students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of schooling in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

Required Elements for Standard 5: Role of Schooling in a Democratic Society

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

5(a)   The program prepares candidates to discuss and debate the purpose of schooling in a democratic society.

5(b)   The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving all members of the community in the life of schools.

5(c)   The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.

5(d)   The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

5(e)   The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.

5(f)   The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

Required Elements for Standard 6: Opportunities to Learn Instructional Leadership

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

6(a)   <u>Shared Vision of Learning.</u> The program provides an opportunity for the candidate to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

    6(a)(1)   The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflection, and addresses the need for reflection across the program.

    6(a)(2)   The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.

    6(a)(3)   The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.

    6(a)(4)   The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

    6(a)(5)   The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse

constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.

6(b)   Culture of Teaching and Learning. The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

   6(b)(1)   The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.

   6(b)(2)   The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.

   6(b)(3)   The program provides an opportunity for the candidate to study and apply diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.

   6(b)(4)   The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, evaluate strategies to improve student achievement.

   6(b)(5)   The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.

   6(b)(6)   The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.

6(c)   Management of the School in the Service of Teaching and Learning. The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

   6(c)(1)   The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting

staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.

6(c)(2)   The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.

6(c)(3)   The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.

6(c)(4)   The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.

6(c)(5)   The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.

6(c)(6)   The program provides an opportunity for the candidate to develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning.

6(c)(7)   The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators the unions in these processes.

6(c)(8)   The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.

6(c)(9)   The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.

6(d)   Working With Diverse Families and Communities. The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to

be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

6(d)(1)   The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.

6(d)(2)   The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.

6(d)(3)   The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students' success.

6(d)(4)   The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

6(d)(5)   The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.

6(d)(6)   The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.

6(e) Personal Ethics and Leadership Capacity. The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

6(e)(1) The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and evaluation and reflect upon the learning from these opportunities for practice in course work and field work.

6(e)(2) The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.

6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.

6(e)(4) The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.

6(f) Political, Social, Economic, Legal and Cultural Understanding. The program provides an opportunity for the candidate to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.

6(f)(1) The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.

6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.

6(f)(3) The program provides opportunities for the candidate to engage in discussions and solve authentic school problems involving complex issues, including meeting the needs of students and staff with disabilities, evaluating certificated as well as non-certificated staff, providing appropriate services in different settings to English learners, ensuring school safety, administering student discipline, and addressing harassment.

6(f)(4)   The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.

6(f)(5)   The program provides an opportunity for the candidate to learn how to open the school to the public, be responsive to diverse community and constituent views, and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Standard 7: Use of Technology

Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting. Candidates learn to use, manage and make decisions about several forms of technology. Candidates learn what forms of technology are appropriate for schools, and how these technologies can contribute to instructional support, administrative decision making, and the management of data.

Required Elements for Standard 7: Use of Technology

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

7(a)   Each candidate has opportunities to develop and improve in their competence of using technological tools.

7(b)   Each candidate understands the importance and role of multi-media technologies for instructional support, administrative decision-making, and the management of data in schools.

7(c)   Each candidate uses computers and other technologies in the performance of administrative responsibilities.

7(d)   Each candidate is able to make informed decisions about appropriate technologies for school use.

7(e)   Each candidate is able to manage the use of technology for the improvement of the instructional program.

Category II: Field Experiences in the Standards

Standard 8: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

Required Elements for Standard 8: Nature of Field Experiences

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

8(a)   The field experience duties are closely related to the job performance requirements of administrators.

8(b)   Linkages are made between the field experiences and the content of coursework in school administration.

8(c)   The program supervisor provides appropriate, on-site direction to the quality of the field experience assignments.

8(d)   Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator during the regular school day.

8(e)   Authentic and significant field experiences are required for each candidate in a variety of school levels and a variety of school settings, including at least one site with a diverse school population.

8(f)   Fieldwork experiences include opportunities to deal with long term educational policy issues in the school or district.

Element Applicable to a Program with Supervised Internship Teaching

8(g)   For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.

8(h)   For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.

Standard 9: Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

Required Elements for Standard 9: Guidance, Assistance and Feedback

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

9(a)   Guidance, assistance, and feedback encompass all of the components of the Standards of Candidate Competence and Performance in Category III, which occur in the field experiences.

9(b)   The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s) and program supervisor(s).

9(c)   The information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.

9(d)   The program supervisor makes the final field experience evaluation with the involvement of the supervising administrator.

Category III: Standards of Candidate Competence and Performance

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Required Elements for Standard 10: Vision of Learning

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

10(b) Each candidate is able to communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.

10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

10(d) Each candidate can identify and address barriers to accomplishing the vision.

10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Required Elements for Standard 11: Student Learning and Professional Growth

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

11(a)   Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.

11(b)   Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

11(c)   Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.

11(d)   Each candidate knows how to shape a culture where a high expectation for all students and for all subgroups of students is the core purpose.

11(e)   Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.

11(f)   Each candidate promotes equity, fairness, and respect among all members of the school community.

11(g)   Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

11(h)   Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.

11(i)   Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

11(j)   Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Required Elements for Standard 12: Organizational Management for Student Learning

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

12(a)   Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

12(b)   Each candidate can establish school operations, patterns, and processes that support student learning.

12(c)   Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

12(d)   Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.

12(e)   Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

12(f)   Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.

12(g)   Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.

12(h)   Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Required Elements for Standard 13: Working with Diverse Families and Communities

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

13(a)   Each candidate is able to incorporate information about family and community expectations into school decision making and activities.

13(b)   Each candidate recognizes the goals and aspirations of diverse family and community groups.

13(c)   Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.

13(d)   Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

13(e)   Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.

13(f)   Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

13(g)   Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Required Elements for Standard 14: Personal Ethics and Leadership Capacity

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

14(a)   Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.

14(b)   Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

14(c)   Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

14(d)   Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.

14(e)   Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.

14(f)   Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

14(g)   Each candidate knows how to sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities.

14(h)   Each candidate engages in professional and personal development.

14(I)   Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

14(j)   Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.

14(k)   Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Required Elements for Standard 14: Personal Ethics and Leadership Capacity

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

15(a)   Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(b)   Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

15(c)   Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision makers in the school community

15(d)   Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(e)   Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

15(f)   Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Category III. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.

Required Elements for Standard 16: Assessment of Candidate Performance

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been substantiated clearly and effectively in relation to the following elements.

16(a)   By design, candidates are assessed through the use of both formative and summative assessments embedded throughout the program. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.

16(b)   There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.

16(c)   The assessment is administered by the program sponsor and includes at least one program supervisor.

16(d)   The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.

16(e)   The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.

16(f)   One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate's competence and performance.

16(g)   The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.

16(h)   The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.